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ABSTRACT

All of the papers presented as part of a symposium concerned the application of the Planning, Monitoring, and Implementation Model (PMI) to the evaluation of the District of Columbia Public Schools' programs supported by the Elementary Secondary Education Act (ESEA) Title IV-C. PMI was developed to provide a model for systematic evaluation of educational programs to determine their effectiveness in achieving goals and objectives. The PMI model involves a clear statement of intended objectives, a monitoring of inputs, and observation of results. Reporting forms require this information in an evaluation design at the beginning of the project year in the fall, an interim report in the late winter, and a final report after completion of the project year. Examples from three different PMI evaluated projects are used to illustrate the three parts of PMI. This paper demonstrates the applicability of the PMI model at the project level, when an experimental research design must be part of the evaluation approach, and includes aspects of the model contributing to reporting, dissemination, and decision-making. Also included in the paper are the responses of eight of the nine 1980-81 project directors to a questionnaire comparing PMI to other evaluation methods. (Author/MLF)

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AN APPLICATION OF THE PMI MODEL AT THE PROJECT LEVEL EVALUATION OF ESEA TITLE IV-C PROJECTS

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Introduction

The Title IV-C Evaluation Unit in the District of Columbia Public Schools was set up in the Division of Research, and Evaluation, to provide an external evaluation of the School District's ESEA Title IV-C projects. The Unit's being available to provide technical assistance as well as evaluation throughout the year has proven to have an advantage over the short-term evaluation previously provided by contractors.

The paradigm used by the Unit has been (1) an evaluation design at the beginning of the project year in the fall, (2) an interim report in the late winter, and (3) a final report after completion of the project year. The Planning, Monitoring, and Implementation (PMI) model has been especially appropriate for this type of evaluation of the Title IV-C projects.

Developing the Evaluation Design

In preparing the evaluation design, Unit personnel work with project directors and coordinators to determine the intended inputs, processes, and outcomes for each objective based on the original or revised proposal. The project directors receive a copy of that joint effort in the fall. (See Appendix A.) The illustrated examples of the intended inputs, processes, and outcomes are for the evaluation design for one objective of one project.

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*This presentation was made as part of a symposium, "The Development of an Evaluation Model for a Public School System and Applications at Different Levels," presented at the American Educational Research Association (AERA) annual meeting in Los Angeles, California, April 15, 1981.

In this paper, the projects reported on were developed under a grant from ESEA Title IV-C in the Education Department. The contents do not necessarily represent the policy of the agency or endorsement by the Federal Government.

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The objective is: "Given an opportunity to participate in a metric education course, the metric corps teachers will demonstrate knowledge of the skills and concepts taught in the course, as measured by a significant increase from pre- to posttest on a course examination." The "inputs" refer to conditions existing prior to the implementation of the program. In this example, inputs consist of participants, materials, instructor, and pre-post assessment instrument. The "processes," referring to the procedural events and activities, include attendance at the course, assessment activities, and the preparation of building action plans. The "outcomes," are the measured accomplishments of the program; in this example, a significant increase pre- to posttesting on a course examination and completed action plans.

The evaluation design, completed at the beginning of the project, helps the director prepare for collection of evaluation data right from the beginning of the project.

Interim Report

The interim reports are prepared in February and March, and are based on examination of records, interviews with project personnel, and site visits to project locations. Based on the data collected, each intended input and process is examined to determine agreement or discrepancy with the corresponding observed input and process. The intended outcomes are included in the interim report, but data for examining agreement or discrepancy of outcomes is not collected or included in that report. (See Appendix B.)

In the illustrated example, the objective, in brief, states that given the prescribed treatment, students will increase their percentile rank pre- to posttesting on a standardized achievement test, and will reach a prescribed mastery level on a criterion-referenced test.

The inputs in this example include a specific type of classroom environment, materials for student instruction and classroom management, and volunteer parent help. The monitoring showed discrepancies in two areas - materials and volunteer help. Processes in this interim report show agreement between the intended and the observed columns listed in all procedures and activities except the one requiring parent assistance in the classroom. Since this report is distributed to project directors in the late winter, there may still be time to adjust for discrepancies that might affect the outcomes. The outcome page containing only the "intended" column from the original design is included in the report as a reminder for data collection for the final evaluation.

Final Reports

The final report contains an introductory section describing and summarizing the project, listing the objectives, and presenting the findings. For the final report, the observed inputs and processes are brought up to date. Data for the outcomes are analyzed with supporting evidence included in the appendix. Part IV of the model, relating inputs to processes and processes to outcomes, is included, as is Part V which consists of the analysis, conclusions and implications, and decisions. (See Appendix C.)

The objective used to illustrate the final report is: "At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records." The inputs include support for the teachers from regional personnel, and previously developed building plans for providing supervisory support. Both of the inputs did exist prior to the implementation.

There was agreement also on all of the processes, which covered procedural events and activities such as practice of the model, development of monitoring forms followed by regular monitoring, and data collection. The measured accomplishments are shown in the outcomes. The model is being used by over 60% of the participants surveyed, and it is being used correctly. In this case an additional outcome (not required by the objective), that of the possible effect on students, was also measured, in order to provide further related information.

Part IV of the model is illustrated showing the compatibility between the observed inputs and processes, and between the observed processes and outcomes. In this case, the on-site encouragement and support, plus the use of plans previously developed for utilizing personnel trained in clinical supervisory techniques, led to the monitoring, reporting, and practicing of the skills.

The monitoring reports, self-reports and video tape observation reports showed that participants learned the skills and were applying them.

Part IV explains that the objective was met and in this example there were no discrepancies between intended and observed inputs, processes and outcomes. Teachers were using the model, and using it correctly, - even teachers who had trained as long as three years ago.

Decisions

In the use of this model by the Title IV-C Evaluation Unit, the Decisions section is deferred to those people who are empowered to make program changes, i.e., the Project Director, the School Superintendent, the School Board, and the Grants Administration Branch.

Based on the 1979-80 findings, decisions were made (1) to revise, add, or omit objectives (examples: a project involved in identification of minority gifted students added an objective evaluating academic progress; a project in a low socioeconomic area, where supreme but unsuccessful efforts had been made to involve parents in workshops, dropped that objective); (2) to change ways of measuring objectives (example: a nationally standardized test was administered to peer supervisors, supplementing a project-designed test); (3) not to refund a project; and (4) to prepare for possible national validation of certain projects.

Refinements in Use of the Model

Use of the PMI by the Title IV-C Evaluation personnel is leading to refinements in two areas which will bring the final product closer to the model as it was designed. During the first year of use by the Unit, the observed sections frequently did not state the evidence on which agreement or discrepancy were based. This year, for the interim reports, project directors were prepared with evidence for each item. The evidence was either a record such as a roster, a letter, or a receipt, or was an item or event observed by the Evaluation Unit, such as space, materials or a teaching method.

The other area for refinement is in the project plan in the relationship between processes and outcomes. Now that the project directors are familiar and comfortable with the model it will not be difficult to designate intended inputs on the basis of intended processes, which in turn lead directly to the intended outcomes.

Feedback from Project Directors

There are nine active Title IV-C projects in the District of Columbia Public Schools during the 1980-81 school year. This is the second year that the PMI model is being used with Title IV-C projects. A questionnaire was sent to the nine 1980-81 project directors for information on their feelings about the PMI as compared to other evaluation methods. Eight questionnaires were returned. The responses are listed in appendix D.

The project directors are generally pleased with the PMI model. They see it as being helpful in their planning because it forces them to consider what they must do in advance and then it acts as a guide for staying on target. They like the fact that it is behavioral and provides for objective data collecting. Expectations are clearly documented so that the project director can be better prepared to provide information and supporting data for the interim and final reports. Finally, it is helpful in decision making.

Disadvantages stated in the returns and suggestions given were helpful in some of the changes being incorporated. For example, no code was used for inputs to be acquired or activities to be implemented after the inter m monitoring date, agreement or discrepancy being the only choices. A ne status indicated by an asterisk led to a footnote saying that the item would be included in the final report.

Another suggestion was that reasons for discrepancies should be clearly stated so that the word "discrepancy" does not have a negative connotation. Evaluation Unit personnel agree. They also agree with the project director who summed it all up with, "The clarity and usefulness of this model is far superior to other models used for evaluation."

APPENDIX A

AN ILLUSTRATION OF THE EVALUATION DESIGN FOR ONE OBJECTIVE OF A PROJECT ON METRIC MEASUREMENT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To prepare teachers, students, and community persons to use the metric system of measurement with facility.

Objective A: Given an opportunity to participate in a metric education course, the metric corps teachers will demonstrate knowledge of the skills and concepts taught in the course, as measured by a significant increase from pre- to post-test on a course examination.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Five teachers from each of the targeted schools to participate in the program		
2. Sufficient materials for all participants including metric kit, measuring instruments and reference materials		
3. University of District Columbia instructor to teach the course		
4. Pre-post assessment instrument to check knowledge of metric skills and concepts		

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To prepare teachers, students, and community persons to use the metric system of measurement with facility.

Objective A: Given an opportunity to participate in a metric education course, the metric corps teachers will demonstrate knowledge of the skills and concepts taught in the course, as measured by a significant increase from pre- to post-test on a course examination.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Project teachers will attend a 30 hour course in metric education.		
2. Project teachers will take a pre-post assessment examination.		
3. Project teachers will develop building action plans for teaching metric education to other staff.		

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To prepare teachers, students, and community persons to use the metric system of measurement with facility.

Objective A: Given an opportunity to participate in a metric education course, the metric corps teachers will demonstrate knowledge of the skills and concepts taught in the course, as measured by a significant increase from pre- to post-test on a course examination.

OUTCOMES		
INTENDED	MONITORING	OBSERVED
1. By May, 1981, project teachers will show a significant increase at the .05 level from pre- to post- on a course examination, with the completed instruments submitted to the Title IV-C Evaluation Unit by June, 1981		
2. By May, 1981, project teachers will have completed developing action plans as measured by submission of the plans, which project director will review and make available to Title IV-C Evaluation Unit by June, 1981.		

APPENDIX B

AN ILLUSTRATION OF SECTIONS OF AN INTERIM REPORT FOR ONE OBJECTIVE OF A PROJECT ON MULTI-AGE, MULTI-LEVEL GROUPINGS

INTERIM REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

MEETING STUDENTS' NEEDS IN THE MULTIAGE GROUP ENVIRONMENT

PART I

Goal: To promote the attainment of knowledge, competencies, and skills in a multi-age group environment and to test the concept in other socioeconomic and geographic areas within the District.

Objective: A - As a result of the open classroom, multi-age and multi-level groupings, diagnostic/prescriptive teaching materials in reading and math, parental involvement, peer tutoring, and manual data retrieval system, project students will demonstrate increased skills attainment and achievement as measured by the PMT/PRT (90% of the students will reach at least an 80% mastery level) and by the CTBS (post-test percentile ranks will be higher than pretest percentile ranks).

INPUTS

INTENDED	MONITORING	OBSERVED
1. Structured open classroom	Agreement	1. Room arrangements and student and teacher behavior demonstrate that the classroom environment is in the structured open classroom mode.
2. Multiage grouping	Agreement	2. Multiage grouping is in evidence.
3. Multilevel grouping	Agreement	3. Multilevel grouping is in evidence.
4. CBC materials in reading	Agreement	4. CBC materials in reading are available.
5. CBC materials in math	Discrepancy	5. Not all CBC math materials have arrived.
6. CBC materials in science	Discrepancy	6. Not all CBC science materials have arrived.
7. McBee Key Sort Cards	Agreement	7. All teachers have the Mc Bee Key Sort material.
8. Parents who have volunteered to help	Discrepancy	8. One school has adequate parent help at all levels; one has parent help at grades 1-3 but not 5 and 6; one has minimum parent help; and one has none at all.

INTERIM REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To promote the attainment of knowledge, competencies, and skills in a multi-age group environment and to test the concept in other socioeconomic and geographic areas within the District.

Objective: A - As a result of the open classroom, multi-age and multi-level groupings, diagnostic/prescriptive teaching materials in reading and math, parental involvement, peer tutoring, and manual data retrieval system, project students will demonstrate increased skills attainment and achievement as measured by the PMT/PRT (90% of the students will reach at least an 80% mastery level) and by the CTBS (post-test percentile ranks will be higher than pretest percentile ranks).

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Teachers will use diagnostic/ prescriptive strategies	Agreement	1. Teachers are using diagnostic/ prescriptive strategies.
2. Parents will help with testing and tutoring.	Discrepancy	2. Parents are helping with testing and tutoring in some classes and not in others.
3. Peer tutoring will take place.	Agreement	3. Peer tutoring is taking place in all classes.
4. Teachers will use a manual data retrieval system.	Agreement	4. Teachers are using a manual retrieval system to determine which students need help in the same skills.
5. Teachers will work with small groups of students all needing help in the same skill.	Agreement	5. Teachers are working with small groups of students on similar skills development.
6. Teachers will use the CBC model in their instruction..	Agreement	6. Teachers are using the CBC model in their instruction.

INTERIM REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II
(continued)

Goal: To promote the attainment of knowledge, competencies, and skills in a multi-age group environment and to test the concept in other socioeconomic and geographic areas within the District.

Objective: A - As a result of the open classroom, multi-age and multi-level groupings, diagnostic/prescriptive teaching materials in reading and math, parental involvement, peer tutoring, and manual data retrieval system, project students will demonstrate increased skills attainment and achievement as measured by the PMI/PRT (90% of the students will reach at least an 80% mastery level) and by the CTBS (post-test percentile ranks will be higher than pretest percentile ranks).

PROCESSES

INTENDED	MONITORING	OBSERVED
7. Teachers and parents will attend workshops.	Agreement	7. Teachers and parents have been attending workshops. One was held in September, 1979 and another is scheduled for March 1980.
8. Students will be tested in the fall and in the spring, with post-tests scored and analyzed during the month of May, 1980.	Agreement	8. Pre-testing was completed in the fall of 1979 and post-testing is scheduled to be completed in May, 1980.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To promote the attainment of knowledge, competencies, and skills in a multi-age group environment and to test the concept in other socioeconomic and geographic areas within the District.

Objective: A - As a result of the open classroom, multi-age and multi-level groupings, diagnostic/prescriptive teaching materials in reading and math, parental involvement, peer tutoring, and manual data retrieval system, project students will demonstrate increased skills attainment and achievement as measured by the PMT/PRT (90% of the students will reach at least an 80% mastery level) and by the CTBS (post-test percentile ranks will be higher than pretest percentile ranks).

OUTCOMES		
INTENDED	MONITORING	OBSERVED
1. Post-test percentile on CTBS Reading, as measured by averaging expanded standard scores and converting the mean to a percentile, will be higher than the pre-test percentile.	*	1. *
2. Post-test percentile on CTBS Mathematics, as measured by averaging expanded standard scores and converting the mean to a percentile, will be higher than the pre-test percentile.	*	1. *
3. Ninety percent of the project students will reach at least an 80% mastery level on the PRT.	*	1. *
4. Ninety percent of the project students will reach at least an 80% mastery level on the PMT.	*	1. *

* To be included in the final report

APPENDIX C

AN ILLUSTRATION OF SECTIONS OF A FINAL REPORT FOR ONE OBJECTIVE OF A PROJECT ON PEER SUPERVISION

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

INPUTS

INTENDED	MONITORING	OBSERVED
1. On-site support from project coordinator, building administrators and Region VI instructional team, for Region VI teachers practicing the clinical supervision skills	Agreement	1. Region VI teachers practicing the clinical supervision skills have received on-site encouragement and support from regional, project and school personnel. The complete project has been supported by Regional Assistant Superintendents, Assistants for Instruction, Project Director, Project Coordinator, Regional supervisory staff and clerical staff.
2. Building plans for providing supervisory support, which were developed the previous year	Agreement	2. All building plans which were previously developed were available for this year.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective : A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Region VI teachers who have completed the formal training program will practice clinical supervision with their peers.	Agreement	1. Region VI teachers who were trained in clinical supervision practiced the skill with their peers.
2. Project staff will develop monitoring and reporting forms.	Agreement	2. Monitoring and reporting forms were developed.
3. Region VI teachers who practice clinical supervision will report on observations and conferences.	Agreement	3. Region VI teachers who practiced the clinical supervision skills reported their practice.
4. Monitoring of the Region VI teachers who practice clinical supervision with their peers will be carried out by the instructional team, building administrators, and the regional staff.	Agreement	4. Monitoring of the practice of clinical supervision took place regularly.
5. Final data will be collected in May, 1980.	Agreement	5. Data were collected by May, 1980.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records of project-related observations and conferences will show that the model is being used by at least 60% of those surveyed.	Agreement	1. Of the 198 participants from the three years the project has been in operatio who responded to the questionnaire (se Appendix B) for information on their application of the model this year, th following percentages were reported: Pre-Observation Conference - 83% Observation - 80% Analysis and Strategy - 78% Post-Observation Conference - 76% Post-Conference Analysis - 68% (see Appendix C). Monitoring records (see Appendix D) of 311 teachers who were trained in the techniques showed that 73% of them used the model with fellow teachers during the first semester of the 1979-80 school year, and 54% during the second, serving 666 and 605 teachers respectively. (See Appendix E).
2. A sampling of teachers who have previously completed the training will demonstrate application of the training, in their analysis of a video tape lesson, to be measured by the differences of their responses from those of an equivalent sample who have not had the training, differences to be considered significant if they reach the .05 level.	Agreement	2. The instrument (see Appendix F and G), still in the design stage, showed significant differences at the .05 level in the following areas: a. Factual statements - more by trained group as hypothesized b. Judgmental statements - more by comparison group as hypothesized c. Teaching style - the trained group identified more patterns in teaching behavior d. Self-analysis - the comparison group indicated more self-analysis by the teacher, not as hypothesized. (See Appendix H).

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III (continued)

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records

OUTCOMES

INTENDED	MONITORING	OBSERVED
3. Title I students of a sampling of teachers who have been trained in the clinical supervision model will show significantly better feelings about themselves than Title I students of a comparison sampling of teachers who have not had the training, as measured the Self-Observation Scale (S.O.S.), difference to be considered significant if it reaches the .05 level.	Agreement	3. Two sets of groups (trained vs. comparison) were tested using the S.O.S. See Appendix I). In one of the sets, differences were found in the areas of Social Maturity (.05 level) and Self-Security (.01). (See Appendix J.) The samples were matched but with the possibility of so many intervening variables, it is difficult to base the results completely on the intervention.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

OBSERVED INPUTS/OBSERVED PROCESSES

Region VI teachers practicing the clinical supervision skills received on-site encouragement and support from project and school personnel. Plans previously developed for utilizing personnel trained in clinical supervisory techniques were available to be put into practice as school began. With encouragement and support, teachers trained in the techniques during the past three years were applying what they had learned to help other teachers.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Monitoring of the practice of clinical supervision occurred regularly. Self reports and monitoring reports were completed. A video tape of an instructional situation was shown to some teachers who had previously completed the formal training program and to some who had not been exposed to the techniques. A scoring method was tested for the tape using two observers and an expert. Students of teacher participants and non-participants were tested on a self-esteem instrument. The monitoring reports, self-reports, and video tape observation reports showed that participants have learned the skills and are applying them. Testing of the students suggested that training the teachers may have had a positive effect on their students.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a resident supervisory support system in Region III and VI schools to help teachers in their professional development.

Objective: A - At least 60% of the Region VI teachers who have previously completed the formal training program will practice the skills prescribed by the clinical supervision model with peers in their own school settings, as evidenced by monitoring records.

ANALYSES/CONCLUSIONS/IMPLICATIONS

The objective of having teachers who previously completed the formal training use it to help their peers was met. There were no discrepancies in inputs, processes and outcomes between intended and observed. Not only did the teachers report using the model, but their responses to the video tape lesson showed they were using it correctly. Teachers who had trained as long as three years ago were still applying the skills.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

APPENDIX D

RESULTS OF A QUESTIONNAIRE TO PROJECT DIRECTORS CONCERNING THEIR FEELINGS ABOUT THE PMI MODEL

Question 1. What do you see as advantages of the PMI Model?

Respondent	Response
A	Use of the PMI Model does the following: . Forces objectives to be behavioral; must really specify expected outcomes . Forces prior, detailed planning for activities to support objectives . Removes stress factor from evaluation process
B	The PMI Model enables the project director to monitor the project activities on a regular basis, measuring observed activities by the standard of intended activities. It serves as an easy reference, and contains clearly definable units of expected behaviors.
C	It is measurable, quantifiable
D	. Each objective is treated separately . The inputs and processes are cooperatively outlined by the project director and project evaluator. . The expected outcomes are determined
E	The model compels the project coordinator to clearly state her (his) intentions and the resources available for accomplishing them. It also acts as a monitor of activities, thereby helping to keep on target.
F	Clear, concise document which provides objective data collection.
G	Specific strategies tc evaluate objectives based upon expected outcomes and inputs are clearly delineated.
H	The PMI Model has enabled us to state expected outcomes with a greater degree of specificity. It has also facilitated monitoring of project activities with respect to the objectives.

Question 2. What do you see as advantages of the PMI Model?

Respondent	Response
A	Early planning can be a disadvantage. Constraints cannot always be anticipated because of the following: . Unexpected occurence . Lack of access to needed materials . Unavoidable changes in processes (May force objective to change also)

Question 2. (continued)

Respondent	Response
B	The PMI Model does not provide a space for activities that are to be implemented after the monitoring date. The choices given are "Observed" or "Not Observed".
C	This project's objectives do not directly fit categories
D	None
E	If it were possible to see a final report and get the whole process in view, one might be able to find some disadvantages, but at present, I cannot see any.
F	See #6
G	Though evaluation based upon discrepancies allow you to focus in on projections vs activity, discrepancies generally have a negative connotation. This belief exists even though the discrepancies allow you to focus in on problem areas. Reasons for discrepancies aren't prominently highlighted.
H	None

Question 3. How has this model affected the operation of your project?

Respondent	Response
A	The PMI Model: . Provides for better planning and subsequent follow through. . Causes closer scrutiny and self monitoring of all phases of project operation.
B	This model has enabled the director to make management decisions based on observed inputs, processes, and outputs.
C	N/A
D	The information agreed upon in the model has been used as a guide for staying on target to accomplish the project's objectives.
E	Objectives were more clearly stated, improving their measurability; this makes it easier to plan activities to accomplish them.
F	This model has made data collection easier. Support data required is easily recognized.
G	Very positively. It provides an excellent management system that allows a project director to attend to those activities that enable attainment of objectives as proposed.
H	The model has contributed to the efficient operation of the project and assisted in keeping participants on target with respect to the timelines.

Question 4. How has this model affected communication between you as the project director and the Title IV-C Evaluation Unit director?

Respondent	Response
A	PMI Model: . Provides for better communication between project director and the evaluation unit. . Helps in better organization for the evaluation process.
B	It has enhanced communication between the project director and the Evaluation Unit director. As the Evaluation Unit director shares with the project director the areas of discrepancy and the areas of agreement, the project director is able to make logical management decisions consonant with the reality of the situation in which the project operates.
C	More frequent contacts encouraged by use of this model.
D	The expectations for documentation are clearly identified. Therefore, as the project director I can be better prepared for the interim and final evaluations. The objectives, inputs, processes and expected outcomes make communication more objective.
E	Communication between us has always been great; the model does contribute to better understanding, however, of what each of us is doing.
F	The model has eliminated the guess work on my part as to what actually is expected of me in terms of on-site evaluations.
G	It enables us to reduce discrepancies related to evaluation efforts.
H	Communication has increased significantly between the project director and the Title IV-C Evaluation Unit director. The communication has been extremely beneficial.

Question 5. How do you feel this model compares with previous methods of evaluation ?

Respondent	Response
A	This is a better process for the reasons given.
B	The clarity and usefulness of this model are far superior to that of other models used for evaluation.
C	No comparison
D	This model is more objective and systematic.
E	Infinitely superior
F	There was no model for evaluation prior to this. We had to anticipate what the evaluation unit would want to see and know.

Question 5. (continued)

Respondent	Response
G	I would rank this model among the top. In essence it relates to Provost's Discrepancy Evaluation Model. The focus of this model, however, is more beneficial because the intended inputs are identified and it allows for a monitoring process to rate progress.
H	The PMI model provides for objective feedback that focuses directly and definitively on the project's goals and objectives.

Question 6. Do you have any suggestions or recommendations concerning use of the PMI model?

Respondent	Response
A	. PMI model should be part of the project proposal. Writing it at this time may eliminate the need for refining objectives and/or evaluation later. . It forces detailed planning at the time of the initial writing. . It may even impact on the decision for acceptance or rejection of proposals submitted on a competitive basis.
B	This model should be used throughout the D. C. Public School system.
C	None
D	The inputs, processes and expected outcomes columns should be completed prior to the beginning of the project (for that school year).
E	Improve the timeliness of the publication of final reports, (if at all possible, given constraints); this is not a criticism of the model itself, but it could be more helpful if results could be published before new proposals are written.
F	Redesign the form on one long sheet so that all categories can be viewed at once.
G	Developing a system to assess whether descripancies results from negative (faults) behaviors of the director or whether they relate to external conditions out of the control of the director. Such reasons should be clearly highlighted.
H	None